DOCUMENT RESUME

ED 216 635 HE 015 088

AUTHOR Tritschler, Donald, Ed.
TITLE Instructional Resources Handbook for Higher Education.
INSTITUTION Association for the Study of Higher Education.
PUB DATE 82
NOTE 56p.; Handbook sponsored by the Committee on Curriculum, Instruction and Learning of the Association for the Study of Higher Education.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Annotated Bibliographies; Case Studies; College Administration; *College Faculty; Comparative Education; Curriculum Development; Educational History; *Educational Resources; *Games; Graduate Students; *Higher Education; Instructional Materials; National Organizations; *Postsecondary Education As a Field of Study; *Professional Associations; Research; Simulation; Systems Approach; Teaching (Occupation); Teaching Methods

ABSTRACT

Six annotated bibliographies and lists of resource materials and organizations are presented as aids to faculty teaching graduate courses in higher education as a discipline. The first bibliography, "Bibliographies of Higher Education," (Peter P. Olevnik), is designed as a guide for the graduate student to general and special reference sources related to the field of higher education. A second bibliography, "A General Bibliography for the College Teacher," (Bruce Bennard, Sharon Mailey, and Frank T. Stritter), is organized into sections corresponding to the components of a systematic approach to instruction, including establishing objectives and pre-assessment, attitudes and values, developing tests, instructional formats, media, simulations, and course/program evaluation. Additional bibliographies include: "Articles on Teaching the Field of Higher Education," (David D. Dill); and "Case Material for Teaching the Field of Higher Education," (David D. Dill). A guide to national higher education associations, "Associations as Instructional Resources," (Jacob D. Zucker) considers the roles of these associations and specific resource guides and lists the associations by categories pertaining to the services they provide. Additionally, ways in which games and simulations are used in higher education, as revealed by the results of a survey of selected colleges, are considered in "Using Games and Simulations in Higher Education Programs," (Robert Birnbaum). The largest number of games/simulations are related to organization and administration, while curriculum development is another application. References pertaining to games and simulations are included, as is an evaluation form for the handbook itself. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED216635

ASHE

INSTRUCTIONAL RESOURCES HANDBOOK FOR HIGHER EDUCATION

EDITED BY DONALD TRITSCHLER

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

NE 015 088

1982

UNDER THE SPONSORSHIP OF THE COMMITTEE ON CURRICULUM, INSTRUCTION AND LEARNING
OF THE
ASSOCIATION FOR THE STUDY OF HIGHER EDUCATION

ONE DUPONT CIRCLE ▫ SUITE 630 ▫ WASHINGTON, D.C. 20036 ▫ (202) 296-2597

INSTRUCTIONAL RESOURCES HANDBOOK
FOR HIGHER EDUCATION

edited by

Donald Tritschler

under sponsorship of the

Committee on

Curriculum, Instruction and Learning

of the

ASSOCIATION FOR THE STUDY OF HIGHER EDUCATION

1982

FOREWORD

This Handbook is intended to help new and experienced instructors of higher education programs locate certain materials they may find useful in their teaching. It is one of the services provided by the Association for the Study of Higher Education for its members and others in the profession through its Committee on Curriculum, Instruction and Learning.

The Committee's Chairman, Robert Birnbaum, proposed preparation of a handbook and called for contributions of instructional resources from Committee members and others at the Association's Annual Meeting. Its content and the kinds of entries are a first attempt to provide the resources for the study of higher education which faculty and their students need. It begins with annotated bibliographies of higher education--special and general. The next chapter is mainly for the beginning college teacher in any field. Such an introduction must be a selective list of "classics"; it includes a guide to systematic approaches to instruction. The next two brief bibliographies are complementary: a list of articles on teaching in higher education and a list of sources for case material on the subject. The fifth chapter is devoted to the special teaching technique of using games and simulations in higher education programs. The final entry is a guide to Washington-based associations as a resource for the study of higher education.

At least two other items might have appeared in the Handbook. The Committee had planned to include a list of faculty members and their specializations in higher education. However, the Association for the Study of Higher Education (ASHE) and the ERIC Clearinghouse of Higher Education were already collecting this information in the fall of 1981 to publish it in the winter of 1982. The other item has already been published in response to a finding in the Survey of "Basic Reading" for Students of Higher Education by the ASHE Committee on Curriculum, Instruction and Learning. Glenn Nelson, John C. Weidman and Walter J. Radzyminski published Graduate Courses in the Field of Higher Education: Selected Syllabi as Occasional Paper No. 4 of the Program in Higher Education at the University of Pittsburgh.

The Committee on Curriculum, Instruction and Learning views this Handbook as a first attempt to provide instructional resources for the study of higher education. If it proves useful, it will attract many more ideas, as well as refinements of the current entries, for a second edition.

Special thanks for this edition go to Valentina Phaneuf and Constance M. Lawry at Oklahoma State University in Stillwater for processing the manuscript. Its editor is Donald Tritschler, Chief of the Bureau of College Evaluation in the New York State Education Department.

CONTENTS

Foreword ii

Bibliographies of Higher Education 1
by Peter P. Olevnik

A General Bibliography for the College Teacher 18
by Bruce Bennard, Sharon Mailey and Frank T. Stritter

Articles on Teaching the Field of Higher Education 30
by David D. Dill

Case Material for Teaching the Field of Higher Education 31
by David D. Dill

Using Games and Simulations in Higher Education Programs 32
by Robert Birnbaum

Associations as Instructional Resources 38
by Jacob D. Zucker

Tearsheet for Evaluation of this Handbook 51

BIBLIOGRAPHIES OF HIGHER EDUCATION

Peter P. Olevnik
State University of New York College at Brockport

This selected, annotated bibliography is designed as a guide for the graduate student to general and special reference sources related to the field of higher education. It was first printed in 1979 as part of Occasional Paper Number Three by the Department of Higher Education, Faculty of Educational Studies, State University of New York at Buffalo.* Its popularity led to its revision in June 1981. The editors of the Occasional Papers Series are Philip G. Altbach and E. D. Duryea.

These lists include both recently published references and older ones considered basic and comprehensive. Reference sources pertaining to education, and other standard reference works cited in the various bibliographical guides to education in general are not included. Indexes which have ceased publication or bibliographies and reference works which have become dated are excluded.

The category "Bibliographies - Special" does not provide a comprehensive coverage, but rather lists current or comprehensive sources supplemented by selected earlier works to cover topics lacking in the more recent publications. Also, it lacks other relevant topics for which bibliographies could not be identified or proved obsolete or inadequate. Among the topics included in the category are administration, affirmative action, comparative higher education, finance, history, minorities, student activism, teaching, and planning.

For more comprehensive coverage of reference sources in general, users may wish to consult such publications as the Guide to Reference Books (1976), by Eugene P. Sheehy, or Carl M. White's Sources of Information in the Social Sciences (1973). For access to a wide range of publications dealing with statistical data, Paul Wasserman's comprehensive guide to Statistical Sources (1980) is recommended. The principal current source for research on higher education is Resources in Education (RIE). The ERIC Clearinghouse on Higher Education abstracts and indexes the current literature for the publication of RIE.

---

*Peter P. Olevnik is a doctoral candidate in the Department of Higher Education's program which is offered jointly with the School of Library and Information Studies at SUNY Buffalo. Mr. Olevnik is on the staff of the library at the State University of New York College at Brockport.

Bibliographies

Bibliographies of Bibliography

1. Beeler, Kent D. Source Bibliographies on Higher Education: 1968-1972. Washington, D.C.: Educational Resources Information Center (ERIC), National Institute of Education, 1972 (ERIC ED 102 895).

   Actually an updated and expanded version of the compiler's "Helpful Tools in Higher Education, 1960-1970" (Viewpoints, January 1971, pp. 1-100) which included more than one hundred fifty source bibliographies, the present work is a bibliography of bibliographies on higher education, comprised of source bibliographies that appeared separately in booklet, monograph, and various non-journal forms. Included are one hundred forty-three entries, arranged by categories and subcategories. Each source includes complete imprint, description, and listing of major content areas. The main text is preceded by an alphabetically arranged key word index, with the individual source entry numbers for items appearing in the bibliography.

   The third part of Source Bibliographies provides a separate listing of eighteen of the more comprehensive bibliographies available.

2. Leitner, Erich. "Selected Bibliographies on Research into Higher Education: An International Inventory," Higher Education, 7 (August 1978), 311-330.

   This work provides citations to over 300 bibliographies of research in higher education. While international in coverage, most entries are for English language publications; emphasis is on Anglo-American countries followed by German-speaking countries, Japan, and Poland. Also included are citations to bibliographies of Latin American Universities, and the Russian higher education system. An attempt was made for completeness of coverage of sources published within the last twenty years, from 1956 to 1977.

   Sources cited are listed in alphabetical order by author and include complete biographical information. Entries, however, do not include annotations. No separate indexing is provided.

3. Quay, Richard H. Research in Higher Education: A Guide to Source Bibliographies. New York: College Entrance Examination Board, 1976.

   Covering publications for the period from 1917 to 1975, this guide cites some 571 bibliographies, including books and monographs, journal articles, U. S. Government publications and ERIC documents. Well over half the items cited were published in the 1970's. Included are a broad range of topics from academic assessment and campus size to the history of higher education and teaching. While annotations are not provided, a separate index is included.

Bibliographies - Special

4. Altbach, Philip G. and David H. Kelly. American Students: A Selected Bibliography on Student Activism and Related Topics. Lexington, Mass.: Lexington Books, 1973.

This is a revised and expanded version of the author's Student Politics and Higher Education in the United States (1968). While primarily concerned with providing a comprehensive listing of available materials on student activism in American higher education, this bibliography also includes selective sources on such topics as attitudes of American students, educational reform, and minority students.

This bibliography provides access to books, journal articles, and dissertations published up to 1972, while including sources pertinent to contemporary social science published in the late nineteenth century. Most sources included were published in the last fifteen years.

Included are more than 9,000 separate listings. While sources are not annotated, the compiler provides a detailed table of contents for easier access. Within each topic section of the text, arrangement is alphabetical by books and doctoral dissertations, followed by articles.

5. Altbach, Philip G. Comparative Higher Education Abroad: Bibliography and Analysis. New York: Praeger, 1976.

This comprehensive bibliography, the first of its kind, provides over 1700 citations to books, periodical articles, and dissertations on higher education in all countries except the United States, most of them published during 1974. References are in English, French, Spanish, and German. Arrangement is by region and country, with books and articles listed separately by country. A cross reference index provides subject access to sources cited in the bibliography.

Two other sections include a brief listing of significant books published in 1974 on comparative higher education, and two bibliographical essays on key aspects of higher education. A separate subject index provides access to individual works cited in the bibliography.

6. Altbach, Philip G. Comparative Higher Education: Research Trends and Bibliography. London: Mansell Information Publishing, 1979.

This book is comprised of an essay which discusses current topics and illustrates key areas of comparative higher education research and analysis and a bibliography.

In addition, in the essay, emphasis was placed on reporting the English-language literature and materials that are available in a good research library. Therefore, in both the essay and the bibliography, references to foreign language works, doctoral dissertations, and materials issued by government ministries and other official or semi-

official bodies have been excluded because of the difficulty of gaining access to this material.

In addition to books, the bibliography provides a listing of the journals devoted mainly to higher education with at least a partial emphasis on comparative analysis.

7. Altbach, Philip G. and David H. Kelly. Higher Education in Developing Nations, A Selected Bibliography, 1969-1974. New York: Praeger, 1974.

The present bibliography, which updates the first edition published in 1970, provides access to more than 2,400 published materials and dissertations concerning higher education in developing countries issued between 1969 and May 1974. Those wishing to refer to materials published prior to 1969 should refer to the original edition.

Sources are limited to English, French, Spanish, and German language materials, from eighty-five countries, although coverage of English language sources is most complete.

The bibliography is divided into two sections; the main section, which includes the full references, is arranged by region and country in alphabetical order, with books (and theses and government reports) listed first and periodical articles thereafter under each country heading; the second section includes a cross-reference according to major analytical categories, e.g., higher education reform, student activism, etc.

8. (Annotated Bibliography of Institutional Research). Knoxville, Tennessee: Association for Institutional Research, 1966 - . (ERIC ED 023 281, 026 810, 046 349, 052 549, 054 534, 061 650, 082 588, 094 635, 130 582)

The 1973-1974 edition of this bibliography marks the eighth published in the series (the second edition was published at the Athens Institute of Higher Education, Georgia University).

The bibliography has as its purpose the distribution to association members and others information about institutional studies of general interest.

Among the topics covered are goals of higher education; community development goals; spatial environments of higher education; the university; institutions of higher education within the civil government; curriculum and instruction; research; professional and graduate education; student services; government and management activities; academic governance; planning; budgeting; innovations; students; faculty; and student development outcomes.

Under the direction of various editors, these bibliographies list and describe reports of research projects, providing complete imprint in-

formation, including document prices.

They are generally arranged by topic, and they include separate author indexes.

9. Aptheker, Bettina. Higher Education and the Student Rebellion in the United States, 1960-1969 - A Bibliography. AMS Bibliographical Ser., n. 6. New York: American Institute for Marxist Studies, 1969.

This is a brief and highly selective bibliography listing books, pamphlets and periodical articles, arranged in three separate sections.

Annotations are not provided, and, for the most part bibliographical descriptions for most articles are incomplete.

No separate index is provided.

10. Bailey, Robert L. Administration and Management in Higher Education: A Bibliography of Books and Reports. Exchange Bibliographies Series, n. 1335. Monticello, Illinois: Council of Planning Librarians, 1977.

This annotated bibliography provides a selected listing of 441 books, monographs, journal articles, and reports arranged under five topics: organization and administrative theory, management and leadership approaches, management information systems, finance, and instructional program.

Entries are arranged alphabetically by authors under each section.

11. Barak, Robert J. Research in Postsecondary Education, 1974: An Inventory of Research by Professors and Students in the Field of Higher Education. Iowa City, Iowa: American College Testing Program Publications, 1974. (ERIC ED 104 310)

This is a selective guide to research in postsecondary education. It is centered on the current research of professors and graduate students in the field of higher education as listed in the 1973 Association of Professors of Higher Education (APHE) Directory. The object of the inventory was to disseminate information about current or recently completed research in higher education.

This report updates two previous U.S. inventories on research in postsecondary education: Inventory of Current Research on Postsecondary Education, 1968, by Dale Heckman and Warren Bryan Martin; and an Inventory of Current Research on Postsecondary Education, 1972, by J. B. Lon Hefferlin, et al.

Entries in the present inventory are arranged alphabetically by author and include some 249 separate citations, covering 80 topics.

Separate author and topic indexes are included.

Special Bibliographies

12. Beach, Mark. Bibliographic Guide to American Colleges and Universities from Colonial Times to the Present. Westport, Connecticut: Greenwood Press, 1975.

Serving the student and scholar of higher education, this bibliography includes over 2,800 citations to both general works on the history of higher education in each state as well as others covering individual institutions.

Arrangement is alphabetical by state, with general histories for each state preceding institutional histories which are arranged alphabetically by author under the names of individual institutions.

13. Bender, Lewis G. and Robert E. Sellers. Public Service in Institutions of Higher Education. Exchange Bibliographies Series, n. 1392. Monticello, Illinois: Council of Planning Librarians, 1977.

The subject of this brief bibliography covers the role and activities in institutions of higher education in public service outreach to state and local government and to communities and their citizens.

Including books, journal articles, government publications, and other reports, the compiler cites some 215 individual sources. Annotations are not provided. Arrangement is alphabetical by author.

14. Bengelsdorf, Winnie. Ethnic Studies in Higher Education: State of the Art and Bibliography. Washington, D.C.: American Association of State Colleges and Universities, 1972.

The primary aim of this annotated bibliography is to identify and summarize recent materials on ethnic studies in higher education and to determine the state of the art and trends.

Included are Asian-American studies, Black studies, Chicano studies, Indian studies, Puerto-Rican and other Spanish-speaking American studies, White ethnic studies, multi-ethnic studies, and teacher training.

The approximately 600 sources cited are listed by ethnic group, alphabetically by author within subject categories, with appropriate headings as shown in the table of contents.

Included are books, monographs, and journal articles. In addition to separate author and title indexes each section devoted to an ethnic type includes a directory of higher education institutions offering programs of ethnic study.

15. Berdahl, Robert O. and George Altomare. Comparative Higher Education: Sources of Information. International Council for Educational Development, Occasional Papers, n. 4. New York: International Council for Educational Development, 1972.

Divided into five sections, this bibliography lists journals; abstracts

and indexes; bibliographies; bulletins, newsletters, and newspapers published by various organizations throughout the world; and selected centers and associations of higher education around the world which might provide information useful to the study of comparative higher education.

Rather than listing selected journal articles, the authors provide a content analysis of twelve English-language journals (over a three-year period), judged most helpful to comparative higher education. A separate listing is provided of 95 journals of education and another 131 outside the field of education published throughout the world.

Addresses for the journals in education; journals outside education; indexes and abstracts; and bulletins, newsletters, and newspapers are provided in four separate appendixes.

16. Blessing, James H. Graduate Education: An Annotated Bibliography. Bulletin, n. 26. Washington, D.C.: U. S. Department of Health, Education and Welfare, Office of Education, 1961.

The author includes some 900 books, pamphlets, and periodical articles in classified arrangement.

Included is a name index, institution index, and index by principal topic.

17. Boss, Richard D. and Robert Anderson. Community Junior College: A Bibliography. 2d ed. Corvallis, Oregon: Division of Continuing Education of the Oregon State System of Higher Education, 1967.

This is a comprehensive guide to over 1,300 published books, journal articles, U.S. state and federal documents, and various agency reports published from 1956 to 1967. Sources cited are arranged into fourteen general subject areas ranging from historical developments and financing, to administration and organizations.

18. Brickman, William W. "Bibliographical Introduction to History of U.S. Higher Education." In: William W. Brickman and Stanley Lehrer, eds. Century of Higher Education: Classical Citadel to Collegiate Colossus. New York: Society for the Advancement of Education, 1962.

This is a selected, unannotated, and classified guide to over 400 separate publications.

Included are general histories, histories of specific colleges and universities, monographs of special aspects of the history of higher education, theory, biographies, autobiographies, reports, documentary collections, reference works, and bibliographies.

19. Burnett, Collins W., ed. Community Junior College: An Annotated Bibliography with Introductions for School Counselors. Columbus, Ohio: College of Education, Ohio State University, 1968.

Special Bibliographies

This bibliography provides annotations of the junior college journal literature between the years 1961 and 1967. It is arranged by broad topics, each of which is preceded by a brief introduction and a brief listing of book references.

Topics range from "History of the Community Junior College," and "Organization and Administration" to "Student Behavior and Student Personnel" and "Research and Evaluation."

This is not a definitive source for articles published during the stated period, but it is an attempt to cite the "best articles that have appeared in the journal literature ..."

20. Chambers, Frederick. Black Higher Education in the United States: A Selected Bibliography on Negro Higher Education and Historically Black Colleges and Universities. Westport, Connecticut: Greenwood Press, 1978.

This bibliography represents an effort to bring together in one volume extensive but not exhaustive references to doctoral dissertations (1918-1976), institutional histories (1867-1976), periodical literature (1857-1976), masters theses (1922-1974), and selected books and general references.

Annotations are not provided, but a separate subject index is included.

21. Chambers, Merritt Madison. Current Bibliography of Higher Education in Other Nations. Normal, Illinois: Department of Educational Administration, Illinois State University, 1976. (ERIC ED 130 587)

This bibliography contains about four hundred sources on the topic of higher education in other countries, with about seventy percent of those sources written after 1974.

Sources cited include books, reference works of multi-national scope, periodicals, and periodical articles.

Countries emphasized in the periodical articles include France, Great Britain, Canada, Australia, Federal Republic of Germany, Sweden, Norway, Denmark, Japan, U.S.S.R., India, and Italy.

A separate author index is included.

22. Crabbs, Richard F. and Frank W. Holmquist. United States Higher Education and World Affairs: A Partially Annotated Bibliography. Praeger Special Studies in International Politics and Public Affairs. New York: Praeger, 1967.

This bibliography covers the field of the different types of involvement of United States Higher Education with world affairs. Begun in 1964 as a service to the members of the Indiana University Committee on

International Affairs, this bibliography includes some 882 sources--both books and journal articles. While not all sources are annotated, complete imprint information is provided for each entry.

23. Cutlip, Scott M. Public Relations Bibliography. 2d ed. Madison, Wisconsin: University of Wisconsin Press, 1965.

Arranged under 74 narrowly defined categories, this annotated bibliography lists nearly 6,000 items related to public relations. It includes various professional and business groups as well as the history of various aspects of public relations.

This work is indexed by author and subject.

24. Davis, Lenwood G. History of Blacks in Higher Education, 1875-1975: A Working Bibliography. Exchange Bibliography Series, n. 720. Monticello, Illinois: Council of Planning Librarians, 1975.

This brief bibliography includes selected reference works, selected black periodicals, as well as citations to some 170 books, journal articles, dissertations and theses on the subjects of education, black colleges and universities, race relations, and black history in general.

Annotations are not provided.

25. Dressel, Paul L. and Sally B. Pratt. World of Higher Education: An Annotated Guide to the Major Literature. San Francisco: Jossey-Bass, 1971.

This bibliography reviews the research relevant to understanding and making decisions about higher education. It includes some 700 references to material divided into seven major topics: institutional research; governance, administration, management; students; faculty and staff; curriculum and instruction; research methodology; and related bibliographies and other reference materials.

A detailed subject-author-title index concludes the work.

26. Eells, Walter C. and Ernest V. Hollis. Administration of Higher Education: An Annotated Bibliography. Washington, D.C.: U. S. Department of Health, Education and Welfare, 1960.

Designed to aid in finding information on the organization and administration of higher education in the United States, this selected source cites some 2,708 separate publications. Except for major works of general reference, sources cited were published between 1950 and 1959.

The entire area of administration is divided into 13 topics.

About 475 sources are books or monographs, another 200 are materials obtained from proceedings, and 475 are doctoral dissertations. The re-

maining entries are periodical articles.

Within each topic, sources are listed alphabetically by author.

A comprehensive index includes names of individuals, institutions, organizations, and principal topics. To a limited extent, locations by state, or locations of headquarters of national and regional organizations are provided.

27. Eells, Walter C. and Ernest V. Hollis. College Presidency, 1900-1960: An Annotated Bibliography. Bulletin n. 9. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, 1961. (Reprinted in 1978 by Greenwood Press)

Arranged under six broad topics, this annotated bibliography contains 700 references to books, journal articles, theses, reports, and other publications.

Included are separate name and subject indexes.

28. Eells, Walter C. College Teachers and College Teaching: An Annotated Bibliography on College and University Faculty Members and Instructional Methods. Atlanta, Ga.: Southern Regional Education Board, 1957. Supplement 1-2, 1959-62.

The author includes nearly 2,700 entries for books, monographs, and periodical articles, published after 1945--with a few exceptions. The work is arranged by subject with an author index.

29. Gray, Paul. University Planning Models: A Survey and a Bibliography. Exchange Bibliographies Series, n. 1279. Monticello, Illinois: Council of Planning Librarians, 1977.

This bibliography deals with the use of methods and models of management science and operations research in college and university management. It is divided into four parts: An overview of models and their use, the application, problems associated with using models in higher education, and a classified bibliography.

The bibliography lists nearly 200 books, articles, conference papers and other agency reports covering such topics as campus services, enrollment planning and systems analysis. While including sources published during the last two decades, over 60 percent of the works cited were published in the 1970s.

30. Halstead, D. Kent. Higher Education Planning, A Bibliographic Handbook. Washington, D.C.: U.S. Government Printing Office, 1979.

The purpose of this annotated bibliography is to identify and publicize, on a continuing basis, "high quality" scholarly and critical references in state and national level planning in higher education. Works were chosen with emphasis on practical value, and include those

published during the last decade through June 1978. Not included are sources on day-to-day operations and administration; neither are works on pedagogy nor learning per se.

The text is arranged in 22 sections, from administration, articulation, retention, to economics, finance, libraries, and work and education. The sources are grouped by topic, subtopic, and date of publication.

While selective in coverage this is a comprehensive source which cites some 600 separate publications.

Included are indexes to authors, publishers, and sponsoring agencies.

31. Haro, Robert P. Affirmative Action in Higher Education: A Selected and Annotated Bibliography. Exchange Bibliographies Series, n. 1229. Monticello, Illinois: Council of Planning Librarians, 1977.

In his brief bibliography of 113 citations, the compiler has as his purpose the listing of sources concerning the affirmative action processes. Topics include academic policy and affirmative action.

Included are books, periodical articles, government publications, newspaper articles and editorials, and reports.

Arrangement is alphabetical by author.

32. Mayhew, Lewis B. Carnegie Commission on Higher Education. San Francisco: Jossey-Bass, 1973.

In this publication, the author summarizes the more than 50 sponsored studies, policy and technical reports, and recommendations of the commission publications.

More than a simple review or critique of the publications, the author has attempted to provide in condensed form the actual substance of the commission publications.

A subject index and an alphabetical listing of commission publications by title are provided at the end of the text.

33. Meeth, Lewis R. Selected Issues in Higher Education: An Annotated Bibliography. Publications of the Institute of Higher Education. New York: Teachers College Press, Teachers College, Columbia University, 1965.

Including over 1,200 sources with annotations, this bibliography provides a selected listing on the various subjects related to the establishment of policy, and the operation of colleges and universities. Subjects range from academic rank, faculty recruitment and selection to class size, long-range planning and student participation in college policy formulation and administration.

Special Bibliographies

A separate index to authors is provided.

34. Nitsch, Wolfgang and Walter Weller. Social Science Research on Higher Education and Universities. Pt. II: Annotated Bibliography. The Hague: Mouton, 1970.

This annotated bibliography was published as a second part to a "Trend Report" published in 1973.

It is arranged by subject and includes approximately 8,300 separate works.

No index is provided with the bibliography.

35. Pride, Cletis. Securing Support for Higher Education: A Bibliographic Handbook. New York: Praeger, 1972.

Designed for those involved with institutional advancement this bibliography provides access to over 1,700 separate source citations, including periodical articles published from 1966 through June 1971; relevant books, regardless of publication date; and selected brochures and pamphlets.

The bibliography is arranged into four parts: a key word or topic index with terms arranged under 12 broad categories; a selected annotated bibliography of 66 books, 15 journal titles, and 14 other documents judged to be of fundamental value; an alphabetical "key-word-in-context" index, including all major terms appearing in the title of sources selected from titles cited in the main bibliography, the fourth and final part. This final bibliography is arranged by author or main entry and provides complete imprint information.

36. Quay, Richard H. Costs and Benefits (Mainly Economic) of a College Degree: A Selective Bibliography of Recent Literature. Public Administration Series, no. P-263. Monticello, Illinois: Vance Bibliographies, 1979.

This brief bibliography includes some 167 citations to books and journal articles published during the 1970s. A few earlier works are included.

Arrangement is alphabetical by author.

37. Quay, Richard H. State Boards of Higher Education: A Bibliography. Public Administration Series, no. P-593. Monticello, Illinois: Vance Bibliographies, 1980.

This is a brief guide to some 75 books, journal articles, U.S. government reports, and other publications covering state boards of higher education.

Many of the sources cited are available in the Educational Resources

Information Center (ERIC) microform collection. Entries include the ERIC ED document numbers.

Arrangement of sources in the bibliography is alphabetical by author.

38. Rarig, Emory W. Community Junior College: An Annotated Bibliography. New York: Teachers College Press, Teachers College, Columbia University, 1966.

A selected source of about 400 books and journal articles, published mostly in the 1960's, this source provides coverage of the history, growth, and problems of the community junior college. Subject categories include administration, facilities, history, organization, personnel, programs, purposes, research, and students.

An author index is included.

39. Testerman, Jack, et al. Institutional Research: A Comprehensive Bibliography. Lafayette, Louisiana: University of Southwestern Louisiana, Office of Institutional Research, 1972.

This bibliography includes 1,202 items that deal with the literature concerned with definitions and functions of institutional research and also includes research about higher education in general. The purpose is to aid college faculty and administrators in the decision-making process.

40. White, Ellis F. and Carl Schilling. Bibliography on Administration in Higher Education. New York: Department of Higher Education, School of Education, New York University, 1968.

This is a classified guide with sections on bibliographical sources, general reference works, administration, faculty, academic affairs, student affairs, business and finance, planning, public relations and fund raising, research, two-year colleges, and periodicals and other publications.

41. Willingham, Warren W. Source Book for Higher Education, A Critical Guide to Literature and Information on Access to Higher Education. New York: College Entrance Examination Board, 1973.

This annotated bibliography has as its primary objective the creation of a conceptual framework for dealing with the field of higher educational access. This was done partly in order to clarify the social and educational dynamics of the total process, and also to provide a broader view of the interrelationships among the various disciplines and professions involved.

A second purpose was to identify the most critical literature published over the previous decade or so, as well as provide a secondary reference to sources concerning all aspects of access.

Special Bibliographies

Included are 1,519 representative books, journal articles, and reports covering theory, research findings, innovative methods of dealing with problems, and reports of commissions, professional committees, and other groups, as well as reports of major projects.

A taxonomy provides a conceptual framework for the content and organization of this source book with each major division, section, and subsection clearly shown. An examination of the taxonomy will be helpful in using the source book since section numbers shown in the taxonomy appear in the side headings of the text with corresponding information.

The last two sections of the book describe some 400 organizations, programs, and sources of information that are important to the access process.

Separate author and subject indexes are also provided.

Bibliographies - General

42. American Association for Higher Education. A.A.H.E. Bibliography on Higher Education. Washington, D.C.: American Association for Higher Education, 1966 - . Annual.

This is an annual listing of books pertaining to or about higher education. Entries are arranged alphabetically by author or main entry under broad subject headings. Subjects range from "Historical, Philosophical, and Sociological Development in Higher Education" and "Organization and Administration" to "Graduate and Undergraduate Curricula" and "Evaluation and Accreditation."

43. Carnegie Commission on Higher Education. Digest of Reports of the Carnegie Commission on Higher Education. New York: McGraw-Hill Book Company, 1974.

This source provides in digest form the 21 reports of the Commission issued from 1970 through 1973. A second part of the digest includes all the Commission's recommendations arranged according to the persons, agencies, and institutions most directly affected by them and most likely to be able to take the necessary steps to implement them (i.e. federal, state, and local government; parents and students; faculty; administrators, trustees, and other related agencies). The third and final section provides an index to recommendations arranged alphabetically by topic.

44. Carnegie Commission on Higher Education. Sponsored Research of the Carnegie Commission on Higher Education. New York: McGraw-Hill, 1975.

One of three works (First volume: Priorities for Action (1973), Second volume: A Digest of Reports (1974)) which comprise the summary report of the Carnegie Commission on Higher Education at the conclusion of its

endeavors from 1967 to 1973, this source provides summary statements of the more than 80 research projects sponsored, in whole or in part, by the Commission.

Reports are arranged into seven major divisions: "Looking at the System," "Diversity and Increasing Options," "Social Justice," "Service to Society," "Quality, and Strengthening the Institutions."

A topic index to the studies is provided.

45. Cordasco, Francesco. "American College and University." In: Francesco Cordasco. History of American Education: A Guide to Information Sources. Detroit, Michigan: Gale Research Company, 1979.

In addition to about 400 books, articles, and U.S. Government publications cited in the chapter on American colleges and universities, there are a significant number of sources on higher education in other chapters of the bibliography.

Titles are arranged alphabetically under 11 separate chapters, ranging from "Historiography of American Education," and "The Colonial Period: 1607-1783" to "American Education in the Twentieth Century."

Separate author, title, and subject indexes are included. About 170 additional sources on higher education are cited under the subject "Education, Higher."

46. Dyer, Thomas and Margaret Davis. Higher Education Periodicals: A Directory. Athens, Georgia: Institute of Higher Education, University of Georgia, 1981.

A successor to the Institute's Annotated Guide to Periodical Literature: Higher Education (1969), this source provides information about some 269 periodicals.

The compilers include bibliographical references and an index.

47. Fomerand, Jacques, John H. Van de Graff, and Henry Wasser. Higher Education in Western Europe and North America: A Selected and Annotated Bibliography. New York: Council for European Studies, 1979.

This work lists some 786 books, journal articles, dissertations, government publications, international agency documents, and other sources dealing with higher education in noncommunist, industrial countries of Western Europe and North America. Emphasis is on recent works (over 70 percent published in the 1970's), although major earlier titles are included.

Focus is on a limited range of basic, interrelated topics, with critical evaluation of research trends and individual works, from "Mission and Function of the University" and "Government and Higher Education"

to "The Economics of Higher Education."

In addition to separate author, subject, and country indexes, this work includes a select list of reference sources and journals.

48. Mayhew, Lewis B. Literature of Higher Education. San Francisco: Jossey-Bass, 1971 - . Annual.

Grown beyond its original size from earlier articles published in the Educational Record, the 1971 edition of Professor Mayhew's bibliography covers some 96 book reviews of "most significant books on higher education" in 162 pages. Reviews are arranged by general topics that include governance, history, campus unrest, reflections, institutional differences, conference proceedings and symposia, teaching and other professional procedures, curriculum, and economic analyses of basic assumptions. An introductory chapter to the 1971 edition provides a bibliographic essay on the literature of higher education from 1965 to 1970. An index of titles and authors is included. Unfortunately this publication project has not been continued beyond the 1972 edition.

49. New Directions for Higher Education (Series). San Francisco: Jossey-Bass, 1973 - .

New Directions for Higher Education is a series of quarterly source books providing information about some current topic or problem related to higher education. Each issue provides the findings and recommendations of scholars on a common topic of concern.

A brief subject index is included with each quarterly publication. Access to the content of the issues of New Directions is provided in the "Journal Contents Index" section of the Current Index to Journals in Education, under the series title.

50. Parker, Franklin and Betty June Parker. U.S. Higher Education: A Guide to Information Sources. Detroit, Michigan: Gale Research Co., 1980.

Arranged in one alphabetical order by author, this comprehensive guide provides annotated citations to well over 3,000 published books and reports representing an extensive range of topics. Emphasis is on twentieth-century works, in particular those published after World War II to 1979, with inclusion of selected nineteenth-century sources.

Access is provided by means of separate author, title, and subject indexes.

51. Quay, Richard H. Index to Anthologies on Postsecondary Education, 1960-1978. Westport, Connecticut: Greenwood Press, 1980.

This source provides author and subject access to 218 anthologies, published from 1960 through 1978, covering a broad range of topics.

Access is also facilitated by the table of contents which divides the anthologies into 31 broad topics from the "History of Postsecondary Education" to "Legal Issues" and the "Future of Postsecondary Education."

52. Subject Bibliography. SB Series. Washington, D.C.: U.S. Government Printing Office, 1975 - .

This classified series of bibliographies provides access to over 24,000 separate publications, periodicals, and subscription services on a wide range of topics arranged alphabetically and usually placed in notebook binders.

The sources are listed and described under approximately 270 subject bibliographies which are revised and updated on a somewhat irregular basis.

Entries under each bibliography topic include complete bibliographic citations (including the Superintendent of Documents classification number for easy access) and are arranged alphabetically by document title.

In the series, the bibliography on "higher education" cites some 139 separate publications on a wide range of topics (SB-217, May 19, 1978).

A consolidated subject index provides access to individual subject bibliographies.

A GENERAL BIBLIOGRAPHY FOR THE COLLEGE TEACHER

Bruce Bennard, Sharon Mailey, and Frank T. Stritter
University of North Carolina

This bibliography is for new teachers who need basic references to the major teaching systems. The authors developed this bibliography by asking selected teachers and students of the instructional process to identify the most straightforward and helpful references in their respective specialties. The resulting participation by contributing faculty, staff and graduate students in the University of North Carolina School of Medicine's Office of Medical Studies, School of Dentistry's Office of Dental Education, and the School of Education is hereby gratefully acknowledged.*

The authors assumed that the systematic approach to instruction is an effective way of organizing, implementing and evaluating instruction. They selected and annotated references to cover the relevant aspects of instruction included in such an approach. Thus the bibliography should provide a useable resource, as differentiated from an exhaustive list, to instruction-related literature; it therefore presents the instructor of young adults and adults with only selected major and current references.

The bibliography has been organized into sections corresponding to the components of a systematic approach to instruction. The numbers within each component match the numbers of the references listed alphabetically in the body of the bibliography. The following sections and their accompanying brief explanations are intended to serve as a guide for identifying the most appropriate references for a particular instructional question, problem, or concern.

I. General Overview

Several of the references provide a general treatment of effective teaching and instructional design models identified here as a "systematic approach to instruction." Some of these general items included in the bibliography are: #9, #10, #16, #27, #30, and #31. (These references may also apply to other, more specific topics.)

II. Objectives and Pre-Assessment

The systematic approach to instruction emphasizes the need to define what students should be able to know, do, or feel as a result of instruction. Instructional planning can be effectively undertaken only after such objectives have been determined. In turn, establishing appropriate objectives requires careful pre-assessment which, among other things, seeks to identify strengths, weaknesses and/or interests of students that may influence the development of instruction. Several of the references deal with

*Frank Stritter is Director of Research and Development in Education for the Health Professions and holds the rank of Associate Professor. Sharon Mailey and Bruce Bennard are graduate students in the School of Education.

the formulation of objectives (including pre-assessment) and their use in planning, evaluation, and in guiding students. Among the best are: #26, #29, and #40.

III. Attitudes and Values

Subject matter mastery is essential to good teaching, but it is seldom the only factor. The superior teacher is concerned with the needs and feelings of individuals and groups of students, and views teaching as having intrinsic value. Important references are: #14, #28, and #41.

IV. Developing Tests

Constructing or utilizing appropriate instruments for assessing the achievement of instructional goals and student performance is a vital element in effective teaching. Testing, broadly conceived, is therefore an important skill for instructors to possess and includes any way that the instructor chooses to assess student performance. Useful references in testing are: #18, #32, and #35.

V. Formats

Formats refer to the types of experiences the instructor organizes for his students. They can be viewed as "strategies" designed to facilitate learning and should be selected after the conditions under which instruction is to take place have been assessed and objectives have been written. The important formats and their references are:

a. Individualized Instruction. Methods or plans of individualized instruction divide subject matter into modules that build upon one another. Individualized instruction allows students to proceed at their own learning rates. References: #21, #24, and #38.

b. Lecture/Discussion. A method in which the instructor is responsible for presenting most of the material and thus is the focus of attention. Learners are usually passive listeners who are not differentiated, but discussion sessions sometimes employed for supplemental purposes do provide a limited opportunity for learners to make individual contributions. References: #11 and #17.

c. Small Group.

1. Student Centered. Peer interaction is utilized to facilitate learning. Classes are student-centered and the major role of the instructor is designing effective group activities and serving as a resource. Instructors in small groups often play a limited consultative role. References: #5, #20, #22, and #34.

2. Instructor Centered. Often called a seminar, but is basically a small group in which the instructor guides the interaction and discussion. Reference: #15.

d. Experiential Learning. Emphasizes practical experience as a means of learning. Learning may be organized around student initiated projects or may closely resemble an internship. References: #8 and #23.

VI. Media

Media refers primarily to ways of communicating information or content specified by instructional objectives. The systematic approach to instruction suggests that media be selected according to factors such as the nature of the teaching problem, instructional objectives, and appropriateness when combined with various formats. Representative references are: #2, #6, #7, and #25.

VII. Simulations

Like models, simulations are simplified but accurate representations of specified aspects of the real world. Simulations differ from models by being dynamic. As a unique media form, simulations exhibit enormous potential, especially where learning the decision making process is an important objective. Bibliographic references include: #4 and #42. See also Robert Birnbaum's chapter on the subject in this Handbook.

VIII. Course/Program Evaluation

Effective evaluation is essential to the meaningful improvement of teaching and instructional programs. Comprehensive evaluation goes far beyond testing students, but seeks information which can improve the output of students, instructors, and the entire program. References: #1, #3, #12, #13, #19, #33, #36, #37, and #39.

1. Anderson, Scarvia and Samuel Ball. The Profession and Practice of Program Evaluation. San Francisco: Jossey-Bass Publishers, 1978.

Program evaluation has only become a profession of its own in the past decade. The authors of this book provide expert discussion regarding this rapidly expanding profession while identifying strategies for a systematic and effective approach to evaluation. They devote chapters to the most appropriate methods for the different purposes of evaluation, procedures to insure productive communication during the evaluation process, ethical responsibilities in evaluation, problems of training and assessing evaluators, and the effects of evaluators' preferences and values on their investigations. Woven within these chapters are numerous examples of evaluation efforts, including tables, charts and checklists to aid in the application of

principles. Also included are the results of two surveys that describe the training of evaluators and evaluations of adult training programs. The book is well-organized and written with clear, concise terms; it is a guide in the planning and conduct of evaluation which includes an extensive bibliography.

2. Association for Educational Communications and Technology. Selecting Media for Learning: Readings from Audiovisual Instruction. Washington, D.C., 1974.

Compilation of articles from Audiovisual Instruction that address the problems of selecting media appropriate to the learning or instructional task. Presents guidelines and systems for media selection developed by leading educational media authorities. Major sections deal with media selection based upon instructional objectives, evaluation techniques, instructional design, and environmental factors.

3. Bloom, B.S., Hastings, J.T., and Modaus, G.F. Handbook on Formative and Summative Evaluation of Student Learning. New York: McGraw-Hill, 1971.

Discusses both formative and summative evaluations in their theoretical contexts with applications for classroom use. Deals with the evaluation of student learning instead of teaching.

4. Boocock, Sarane S. and Schild, E.O. (eds.). Simulation Games in Learning. Beverly Hills: Sage Publications, Inc., 1968.

Reports on the thinking and findings in simulation games. Includes chapters on rationale, impact, parameters, and perspectives for the future.

5. Bradford, Leland P. (ed.). Group Development. Second Edition. San Diego: University Associates, 1978.

Collection of readings on group development including personal and group goals, trust and group dynamics. Emphasized are individuals in group, diagnosing, group problems, roles of group members, hidden agendas, stereotypes about leadership and group procedure, feedback and group self-evaluation, improving group decision making, and managing a class. Article is accompanied by a comprehensive, annotated bibliography on small group behavior.

6. Brown, James W., Lewis, Richard B., and Harcleroad, Fred F. AV Instruction: Technology, Media and Methods. New York: McGraw-Hill, 1973.

Textbook portion of multimedia package that examines educational media and systematic procedures recommended for their use. Discusses media types and considerations influencing their selection. Suggests means for improving physical facilities for effective use of educational media. Self-instructional experiences for developing competency in oper-

ating basic audiovisual, duplicating, and photographic equipment are provided.

7. Carlisle, Robert D.B. Media and the Adult Student: One Man's Journal. Lincoln, Neb.: Great Plains National Instructional Television Library, 1976.

   Journalistic account of media usage and media programs in higher education in the United States. Examines various applications. Includes descriptions of long-term, large scale media users, community college use, and small college users. Oriented more to higher education than adult education. Provides summary of important points.

8. Cross, K. Patricia, Valley, John R., and Associates. Planning Non-Traditional Programs. San Francisco: Jossey-Bass Publishers, 1974.

   Presents findings from series of research projects sponsored by the Commission on Non-Traditional Study. Guide for educators who want to serve students unable to participate in conventional programs by providing innovative programs that maintain high standards. Chapters discuss who seeks enrollment in such programs, what subjects interest them, means of assessing such programs, and problems posed by accrediting agencies.

9. Davies, I.K. Competency Based Learning: Technology, Management and Design. New York: McGraw-Hill, 1973.

   Detailed treatment of systematic instruction with emphasis upon application. Based on modern organizational theory. Views good teaching as being the effective management of resources for learning, and advocates developing the management skills of instructors. Sections stress different management components: planning, organizing, leading, and controlling. Sees competency in management as a key to upgrading the professional level of instruction.

10. Davis, Robert H., Alexander, Lawrence T., and Yelon, Stephen L. Learning System Design: An Approach to the Improvement of Instruction. New York: McGraw-Hill, 1974.

    Semi-programmed text that utilizes the systematic approach it advocates --stresses objective writing, task analysis, etc.

11. Dill, Martha J. Effective Lecturing. Chapel Hill, N.C.: University of North Carolina School of Medicine, Office of Medical Studies Occasional Paper, 1977 (mimeographed).

    Reviews representative research on the effectiveness of the lecture as a teaching device. Suggests ways of organizing lectures and proposes adaptations in the lecture format to encourage more active and analytic thinking on the part of students. Suggests that fundamentals "such as clarity of concepts, credibility of lecturer, and a positive atmosphere

are critical for effective lectures. (For copies write to: Office of Medical Studies, University of North Carolina School of Medicine, 322 MacNider Building, Chapel Hill, NC 27514)

12. Dressel, Paul L. Handbook of Academic Evaluation. San Francisco: Jossey-Bass, 1976.

Detailed and comprehensive analysis of all phases of evaluation from formulation of objectives, through data collection and measurement, to procedures for recommending change. Presents a dynamic view of evaluation; evaluation can effect substantial instructional improvement and pinpoint future needs. Gives special attention to cost sensitive evaluation techniques. Sections are organized around general principles of evaluation, student evaluation, and program, personnel, and institutional evaluation.

13. Eble, Kenneth E. The Recognition and Evaluation of Teaching. Washington, D.C.: American Association of University Professors, Project to Improve College Teaching, 1970.

An overview on teacher evaluation. Fine bibliography.

14. Ericksen, Stanford C. Motivation for Learning. Ann Arbor: University of Michigan Press, 1974.

Especially helpful guide for "the apprentice teacher." Stresses the student as individual and develops a theory of the learner. References.

15. Flynn, Elizabeth W. and LaFaso, John F. Group Discussion as a Learning Process. New York: Paulist Press, 1972.

Designed to give practical assistance to anyone interested in improving his or her abilities in group discussion leadership. Provides information essential for operating an effective seminar. Particularly useful for the instructor are the chapters that deal with asking questions designed specifically for different phases of discussion, preparing to lead discussions, and leading discussions. Blends theory and practice.

16. Ford, Charles W. and Morgan, Margaret K. (eds.). Teaching in the Health Profession. Saint Louis: The C. V. Mosby Company, 1976.

Practical information presented serves as a curriculum and instructional and planning guide and reference. The uniting theme is "a systems approach to education substantially improves teaching, consequently learning." The materials are oriented to allied health instruction but are applicable to any educational level or topic. The content deals with setting curriculum goals, implementing the curriculum, identifying student characteristics, evaluating teaching/learning process (including clinical performance), and identifying criteria for measuring program effectiveness. Examples and illustrations are widely used. Concise annotated bibliography at the end of each chapter.

College Teaching

17. Gregory, I.D. "A Look at the Lecture Method," British Journal of Educational Technology, Vol. 6. January, 1975, pp. 55-62.

    Discusses optimal use of the lecture method.

18. Gronlund, Norman E. Constructing Achievement Tests. Second Edition. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1977.

    Intended for instructors responsible for constructing achievement tests which measure clearly defined learning outcomes. Basic theme: achievement testing should support and reinforce other instructional activities designed to improve learning. Sections deal with planning, construction, administration, and evaluation of different kinds of achievement tests. Validity, reliability and test score treatment are discussed.

19. Hamilton, David, et al. Beyond the Numbers Games. Berkeley, Cal.: McCutchan Publishing Company, 1977.

    The uniqueness of this book is its shift in paradigm from an evaluation methodology valuing numeracy to one valuing literacy. This shift reflects the naturalistic approach to evaluation. This approach not only deals with outcomes but examines the program on a continuum. The chapters are authored by renowned experts in the field of evaluation: Malcolm Parlett, Ralph Tyler, Robert Glaser, W. James Popham, Michael Scriven, Robert Stake, David Jenkins, J. Myron Atkin, to name a few. The authors present their unique approaches to evaluation.

20. Hill, William Fawcett. Learning Through Discussion: Guide for Leaders and Members of Discussion Groups. Beverly Hills: Sage Publications, 1969.

    Develops position that group discussion approach can effectively meet stringent requirements of subject matter mastery if clarity of purpose is achieved and if the leader works with the group. Provides detailed conceptual model of carefully organized discussion groups. Useful for instructors responsible for complex content areas who wish to utilize group discussions. Appendices contain evaluation instruments.

21. Johnson, Rita B. and Johnson, Stuart R. Toward Individualized Learning: A Developer's Guide to Self Instruction. Reading, Mass.: Addison Wesley Co., 1975.

    Designed to teach instructors how to write self-instructional learning units. Utilizes self-instructional approach. Provides work on problems of validation, revision, and sharing units with others. Includes sections on how to organize at the home institution in order to aid in the installation of self-instructional materials within ongoing programs. Preface contains interesting chart comparing features of several prominent individualized instruction models.

22. Jones, John E. and Pfeiffer, J. William (eds.). The 1977 Annual Hand-

book for Group Facilitators. La Jolla, Cal.: University Associates, 1977.

Original material, basically similar to that found in the six volume Structured Experiences for Human Relations Training. Practitioner oriented. Five basic divisions include structured experiences, instrumentation, lecturettes, theory and practice, and resources. (Earlier volumes, 1972 to 1976, also available.)

23. Keeton, Morris T. and Associates. Experiential Learning: Rationale, Characteristics, and Assessment. San Francisco: Jossey-Bass, 1976.

Presents viewpoints of experiential learning in an attempt to solve problems related to granting academic credit to adults and other nontraditional students who have gained knowledge outside the classroom. Largely theoretical, but designed to guide practical considerations. Identifies factors that must be considered to develop acceptable standards of credentializing. Sections range from an overview of the history of experiential learning to discussions of cost effectiveness and assessment strategies.

24. Keller, Fred and Sherman, J. Gilmour. The Keller Plan Handbook. Menlo Park: W.A. Benjamin, Inc., 1974.

Collection of essays dealing with Personalized System of Instruction (PSI) developed at Arizona State University and the University of Brasilia. Presents PSI as an instructional strategy based on reinforcement theory. Characteristics include mastery learning, self pacing, stress on written word, student proctors, and lectures for motivational purposes. Sections deal with origins of PSI, basic features, logistics, application, limitations, relationship to basic theory, and research.

25. Kemp, Jerrold E. Planning and Producing Audiovisual Materials. New York: Thomas Y. Crowell, 1975.

Basic reference which discusses planning and production of many types of audiovisual materials.

26. Kibler, Robert, et al. Objectives for Instruction and Evaluation. Boston: Allyn and Bacon, Inc., 1974.

An effort to identify important functions that instructional objectives can serve in improving instruction. The book makes several contributions: it provides material relative to instructional objectives gleaned from a variety of sources, it presents a classroom-tested model of instruction that illustrates relationships of instructional objectives to the instruction/learning process, it analyzes elements contained in objectives that are required to plan instruction, and it examines the relationship between instructional objectives, criterion-referenced evaluation, and mastery learning.

College Teaching

27. Koza, Robert B., et al. Instructional Techniques in Higher Education. Englewood Cliffs, N.J.: Educational Technology Publications, 1978.

The uniqueness of this book is the model provided which enables one to match instructional techniques to specific classroom case studies. The materials are divided into two major sections: the instructional system and techniques and methods of teaching. It discusses each of the elements of the classroom system: instructor, subject matter, media, student, evaluation, environment and implementation. It examines conceptual materials, presents tools to analyze teaching and discusses a variety of instructional techniques. Also provided are examples, suggestions and resources useful in implementing each approach. A lengthy bibliography is appended.

28. Mager, Robert F. Developing Attitudes Toward Learning. Belmont, Cal.: Fearon Publishers, Inc., 1968.

Stresses the need for teachers to develop positive attitudes in their students toward learning.

29. Mager, Robert F. Preparing Instructional Objectives. Second Edition. Belmont, Cal.: Fearon Publishers, Inc., 1975.

New edition of work that was largely responsible for the interest in instructional objectives. Makes the basic case for establishing objectives and details the way they should be specified. Concerned with the characteristics of a usefully stated objective, rather than with its derivation. Written in a programmed text format.

30. McKeachie, Wilbert J. Teaching Tips: A Guidebook for the Beginning College Teacher. Lexington, Mass.: D.C. Heath and Co., 1978.

Offers numerous effective teaching methods and general advice on how to test the "productiveness" of particular methods. Widely quoted, an idealistic yet practical guidebook for a beginning college teacher. Preparing for a course, meeting a class for the first time, lecturing, organizing effective discussion, grading, the psychology of learning, student ratings of faculty - all are colorfully reviewed, tempered by research findings and personal experience. This latest edition includes additional materials on motivation, PSI, student ratings of faculty, roles of teachers, students teaching students, and games and simulations.

31. Milton, Ohmer and Associates. On College Teaching. San Francisco: Jossey-Bass Publishers, 1978.

The book discusses all the major instructional approaches in higher education. It covers the more traditional ones, such as lecturing, testing, and discussion; and it explains newer ones, such as the Keller Plan (PSI), simulation, computer assisted instruction, learning contracts, competency-based approaches, case studies, field experiences

and feedback on performance. The authors summarized relevant research and include an extensive bibliography. The authors discuss three contemporary issues related to teaching: i.e., clarifying course objectives, working with older students, and evaluating teaching. The book is written in a chatty style providing interesting informative reading to the instructor desiring/searching for teaching alternatives.

32. Milton, Ohmen and Edgerly, J.W. Teaching and Grading of Students. New Rochelle, N.Y.: Change Magazine, 1976.

Explores common grading policies and practice. Covers the areas of measurement vs. evaluation, the construction of test questions, the pros and cons of different methods of testing, matching test questions to course objectives, and letter grading and student feedback.

33. Morgan, Margaret and Irby, David. Evaluating Clinical Competence in the Health Professions. Saint Louis: The C.V. Mosby Company, 1978.

A resource book dealing with the difficult process of developing or revising approaches to clinical evaluation of student performance. Provides an in-depth examination of several dimensions of clinical evaluation and suggests considerations for implementation. Major topics are assessment, clinical performance, managing an ongoing evaluation system, utilization of evaluation results for grading purposes, curricular revision and faculty development. Recommendations are offered for developing instruments and examples of clinical evaluation instruments and procedures are provided. An abundance of annotated references are included. This book is currently the only complete reference available on the topic.

34. Pfeiffer, J. William and Jones, John E. (eds.). Structured Experiences for Human Relations Training, Vols. I-VI. Revised Edition. La Jolla, Cal.: University Associates, 1977.

Written by practitioner for practitioners. Contains dozens of structured experiences designed for group work. Each volume organized in order of the increasing understanding, skill, and experience required by the facilitator. Instruments provided with most structured experiences. Exercises deal with problem solving, team building, feedback, management, intergroup competition, consensus seeking, self evaluation, etc.

35. Popham, W. James. Criterion Referenced Measurement. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1978.

Popham's book is a lucid reference describing criterion-referenced measurement. It brings us to a new era in educational measurement. His text defines the state-of-the-art in measurement and contrasts it to criterion-referenced - concluding that we have been using yesterday's tools for today's job. Chapters deal with developing, selecting, assessing and applying criterion-referenced measures. Performance

standards, reliability and validity are discussed. A valuable guide to develop new tools of measurement to confront contemporary problems of evaluation.

36. Popham, W. James. Educational Evaluation. Englewood Cliffs, N.J.: Prentice-Hall, 1975.

Presents basic concepts, principles, models, rationale and procedures involved in educational evaluation. Includes detailed discussion of arguments and issues surrounding educational evaluation. Chapters include an overview of evaluation, contemporary conceptions of evaluation, objectives, measurement, criterion-referenced evaluation, sampling, analysis, and reporting.

37. Popham, W. James. An Evaluation Guidebook: A Set of Practical Guidelines for the Educational Evaluator. Los Angeles: Instructional Objectives Exchange, 1972.

Designed to assist individuals who are responsible for conducting educational evaluations. Simply describes recently developed technical procedures relevant to educational evaluation. Material presented as twenty evaluation guidelines.

38. Postlethwait, S.N., Novak, J., and Murray, H.T. The Audio-Tutorial Approach to Learning. Minneapolis: Burgess, 1972.

Presents administrative techniques and procedures that allow slow and average students to absorb the course material through as many senses as possible while freeing the rapid learner, the well-grounded student, and the good reader to move as quickly and in as much depth as desired.

39. Tuckman, Bruce Wayne. Evaluating Instructional Programs. Boston: Allyn and Bacon, Inc., 1979.

Basic evaluation components are outlined in this text: outcomes, inputs, processes, and design. The author provides instructions on how to write objectives, how to select or design measuring instruments, record findings and design comparisons. Three types of evaluation - formative, summative and ex post facto - are described in operational terms. Even though the book is written for school-based instructional programs, the materials can be generalized to other settings and professions. The author's evaluation style reflects much of Stufflebeam's CIPP method (context, input, process and product).

40. Vargas, Julie S. Writing Worthwhile Behavioral Objectives. New York: Harper and Row Publishers, 1972.

Self-instructional text that teaches fundamentals of writing behavioral objectives and discusses what should be taught and why. Practice exercises provided in writing objectives at different cognitive levels. Emphasizes behavioral analysis of concept formation and creativity, and describes how to incorporate them into a course.

41. Wlodkowski, Raymond J. Motivation and Teaching: A Practical Guide. Washington, D.C.: National Education Association, 1978.

A pragmatic guide suggesting numerous strategies for teaching. The author is humanistic in his approach to dealing with students' attitudes, needs, affect, competencies, and motivation. This book is a "must" for faculty, old and new, in examining, diagnosing and improving their teaching techniques in motivating students to learn. The strategies address the nuts and bolts of teaching, i.e., asking students questions, facilitating student self-confidence and effectiveness in learning, stimulating to sustain student learning behaviors, identifying students needs to motivation learning. The author not only identifies theoretical strategies but operationalizes them in a functional manner.

42. Zuckerman, D.W. and Horn, R.E. The Guide to Simulation/Games for Education and Training. Lexington, Mass.: Information Resources, 1973.

Compendium of games and simulations for use in education and training situations. Describes game content and objectives, costs, and evaluations.

ARTICLES ON TEACHING THE FIELD OF HIGHER EDUCATION

David D. Dill
University of North Carolina

Dill, David D. "Teaching in the Field of Higher Education: Management Courses." Higher Education Review 1 (Spring, 1978): 39-44.

_____. "Teaching in the Field of Higher Education: Curriculum and/or Instruction Courses." Review of Higher Education 2 (Fall, 1978): 35-39.

_____. "Teaching in the Field of Higher Education: Politics of Higher Education Courses." Review of Higher Education 2 (Winter, 1979): 30-33.

Finkelstein, Martin J. and William J. Davis. "The Case Method of Instruction in the Preparation of Higher Education Leaders." Review of Higher Education 1 (Winter, 1978): 31-37.

Kellams, Samuel E. "Teaching in the Field of Higher Education: Introductory Courses." Review of Higher Education 3 (Winter, 1980): 26-31.

Stanton, Charles M. "Teaching the History of American Higher Education." Review of Higher Education 3 (Spring, 1980): 24-27.

CASE MATERIAL FOR TEACHING THE FIELD OF HIGHER EDUCATION

David D. Dill
University of North Carolina

I. Intercollegiate Case Clearing House, Soldiers Field Post Office, Boston, Massachusetts 02163.

a. Cases in the Management of Higher Education, 1980 (Case Number 8-380-170).
Includes cases and teaching notes in Personnel Policy and Administration, Organizational Behavior and Design, Labor Relations, Financial Planning and Control Systems, Managing Financial Resources, Management Information Systems Marketing, Educational Policy and Ethics, Governmental Relations, Governance.

b. Cases in Public Policy and Management, 1980 (Case Number 8-380-160).
Cases in Public Policy and Management, 1979 (Case Number 8-379-140).
Includes some cases and teaching notes on management in higher education institutions and on policy issues in areas similar to "a" above, but not listed therein.

c. Nonbusiness Marketing Cases, 1980 (Case Number 8-380-040).
Includes substantial number of cases and teaching notes on applications of marketing to higher education.

II. Institute for Educational Management, 337 Gutman Library, Appian Way, Cambridge, Massachusetts 02138.

Edwards, Harry T. and Virginia Davis Nordin. Higher Education and the Law.
A casebook on law on higher education with cumulative yearly supplements on major cases affecting the law and special supplements (e.g., "An Introduction to the American Legal System").

III. University Council for Educational Administration, 20 West Woodruff Avenue, Columbus, Ohio 43210.

"Case Series on Higher Education Administration."
A collection of cases addressing primarily organizational behavior issues in higher education institutions.

USING GAMES AND SIMULATIONS IN HIGHER EDUCATION PROGRAMS

Robert Birnbaum
Teachers College, Columbia University

Many higher education programs have as a major purpose the preparation of persons for advanced professional practice.* In some ways, the curricular problems of such programs are not unrelated to those of other programs for training professionals. It is easy to teach about the subject through accepted techniques of lecture, recitation, seminar, independent study, and other commonly used devices; but teaching students the processes in which a successful practitioner must engage is much more difficult.

Medicine deals with this problem through an extensive internship, functioning in settings specifically designed to ensure that the student is exposed to a wide range of "field problems" under close supervision. Legal education on the other hand pays only brief attention to this through processes such as the moot court, and that profession has been increasingly criticized for its lack of concern for the preparation of its students for professional practice.

Higher education has taken several approaches. The easiest and perhaps most prevalent is to ignore the issue on the ground that the previous experience which most of our students bring to us has provided on-the-job training, making further attention to experience unnecessary. But we all know that having some experience is not the same as having the right experience, which in turn is not equivalent to learning the right things from it. Real life experience can teach all kinds of bad habits which become difficult to correct and which probably cannot be usefully addressed solely through reading and classroom discussion.

Another approach is through the use of internships, externships, or field experiences. When done properly they can have significant educational value; they also can be expensive and time consuming, and their usefulness often depends upon factors beyond the control both of the student and the faculty member. Some of these activities are probably done poorly, in inappropriate (albeit available) settings, and with little supervision, control or evaluation.

Games and simulations are another curricular approach to the problem of providing students with realistic situations structured to reveal significant interactions which lead to focused learning objectives established by a faculty member. These techniques are widely used in business, industry, the military, and other settings and would appear to have wide application to professional preparation in higher education as well.

The Committee on Curriculum, Instruction and Learning surveyed the ASHE membership this winter to determine the availability of game and simulation

*Presented at the Annual Meeting of the Association for the Study of Higher Education (ASHE), Washington, D.C., March 3, 1981.

material related to the field of higher education, and the extent to which this approach was used in instructional programs.

The result was disappointing. There were only 45 responses out of approximately 650 queries sent, a dismal response rate of 7 per cent. Of the respondents, three indicated that they did not use games or simulations in their teaching and had no interest in doing so; 22 said that while they didn't use these techniques they were interested in learning more about them; and 19 indicated that they used such materials. Of these, 14 indicated that their materials were developed enough to share with colleagues. The initial intention of the committee was to collect and publish these materials for the use of membership at cost. The low response rate suggests that there is no economically viable way of doing this.

Colleagues who have used games and simulations testify to their value in programs of advanced professional education and training. To some extent, the apparent lack of interest in these techniques by others may be a reflection of the difficulty of learning about the existence of appropriate materials. The purpose of this paper is to identify existing game and simulation resources which can be used as-is or adapted by faculty in programs of higher education as both an introduction to existing materials and a description of curriculum resources which have been specifically designed for this purpose.

Before discussing in greater detail the kinds of materials now in use, it would be useful to define briefly the structure and purposes of games and simulations. The Guide to Simulations/Games for Education and Training (Horn & Cleaves, 1980) describes them as "an activity undertaken by a player or players whose actions are constrained by a set of explicit rules prior to that game and by a predetermined end point... Their elements comprise a more or less accurate representation or model of some external reality with which players interact in much the same way they would interact with the actual reality (p. 7)."

Games may include computer simulations, role-playing, problem-solving exercise, bargaining interactions, in-basket simulations, and similar activities. They are, by definition, interactive - that is, the players react to a planned environment or the actions of other players - and often actions taken by the players result in consequences that call for still further action. As in real life, there are many possible solutions to a problem; the "best" solution in a technical sense may not always be the most acceptable one and therefore may turn out to be the "worst," in which problems are often not solved but lead to other problems. Unlike real life, the environment within which the student actions take place is controlled, the behaviors and their consequences can be observed and critiqued to enable feedback which can lead to real learning, and in some games the situation can be repeated over time to demonstrate the changes in behavior which have taken place.

The wide-scale use of game and simulation techniques in a large number of settings has generated an exceptionally rich array of materials used in training and educational programs of many kinds. To the extent that col-

leges and universities share common characteristics with other interpersonal, intergroup and organizational settings, many of these materials could be used successfully with little or no modification in higher education settings. The survey asked respondents not to report on the use of such materials, but rather to indicate the use of materials which either had been originally created or had been modified specifically to meet the unique needs of higher education programs. This exclusion may therefore undercount the use of games and simulations now being used in the field.

Faculty in our programs have available to them several sources which describe in detail a number of games and simulations used in a wide variety of non-collegiate settings. These include the Handbook of Simulation Gaming in Social Education (Stadsklev, 1979), which lists, categorizes, and describes over 600 simulations; The Guide to Simulation/Games for Education and Training, 4th Edition (Horn & Cleaves, 1980), which lists, describes, and evaluates over 1,000 games now available and contains useful summative essays; the series of Handbook of Structured Experiences for Human Relations Training (Pfeiffer & Jones, 1970) published by University Associates; and the Annual Handbook for Group Facilitators (Pfeiffer & Jones) published each year since 1972, also by University Associates. Many of the exercises presented in these volumes could be used as is or easily adapted to our use. The Second Handbook of Organization Development in Schools (Schmuck, et al., 1977) prepared by the Center for Educational Policy and Management of the University of Oregon presents a number of simulations created or adapted for school settings, and the translation to college and university settings would be relatively simple in most cases. Finally, several volumes exist which incorporate the use of games and simulations into a higher education framework. These include the Handbook for College Administration, (Sprunger & Bergquist, 1977) and the Handbook for Faculty Development, volumes one and two (Bergquist & Phillips, 1975 & 1977), published by the Council for the Advancement of Small Colleges.

A small number of simulations dealing with higher education have been in the past, or are now, commercially available. Edge City College, published by Urbandyne, was a four-year simulation of a college operation with complete role descriptions and schedules of activities. The recently completed The Academic Game published by the Institute of Higher Education Research and Services at the University of Alabama simulates faculty competition for status and focuses attention on problems of sex and rank in institutional politics.

Faculty who are intrigued by the concepts of gaming and simulation, but wish to learn more about the pedagogical aspects of their use before trying them, will find the Handbook of Simulation in Social Education (Part 1) (Stadsklev, 1974) to be extremely useful. Simple, concise, and free of jargon, it describes the rationales and processes of simulation and gaming, as well as ways in which materials can be designed and evaluated.

The survey also uncovered a small number of games or simulations specially designed by ASHE members to meet the instructional needs of programs in higher education. In total, 14 respondents described the use of 21 sets of materials. While some of them may not meet the strictest interpretation

of the definition presented here, they all have some useful purposes, thus justifying dissemination of their existence to the ASHE membership.

By far the largest number of materials (13 of the 21) were related to organization and administration. Two other areas, budget and finance, and curriculum were represented by four games or simulations each. In some cases, the materials could have reasonably been included in more than one category.

The organization and administration games and simulations could be divided roughly. In the first category, the materials with which the players interacted were designed to replicate a real setting or represent a stylized one, but there was no strong conceptual orientation guiding the structure of the game or the activities of the players. These included a board game "American Higher Education" developed by Steven Smartt at Southern Regional Education Board dealing with principles of college and university finance and administration but relying on "more luck than skill" (perhaps thereby being more realistic than one would care to think); Arthur Browne's board game "College Clout" developed at the University of Arkansas in which students representing constituencies try to accumulate as much influence as possible; "Gulf State College," an in-basket simulation used by John Andes at West Virginia University with exceptionally comprehensive briefing materials and data available through the University Council for Educational Administration; "Grants Management - A Model Day" developed by Margaret Arter at Palo Verde College to permit functional examination of the ongoing processes of a grants and contracts office; and Robert Birnbaum's "Role Playing Laboratory" used at Teachers College, Columbia University to study the effects of roles, data, and stress on campus decision-making.

A second group of simulations deal with similar issues of organization and administration but are based upon some specific conceptual orientation which provides a unifying structure to the experience. Debriefing after the simulation would, in most cases, not only be used to examine the interaction critically, but also as an opportunity to consider the usefulness or appropriateness of a specific conceptual scheme. The paradigms used were variously drawn either from the field of education or from the applied behavioral sciences. Philip Chamberlain at Indiana University, for example, assigns students to different roles and then uses a specially designed instrument depicting collegial-humanistic and technical-analytical systems to demonstrate how different perceptions can lead to campus conflict. "Governance Inventory," a card-exchange game developed by Birnbaum based upon roles and institutional goals in five idealized governance models (bureaucratic, collegial, political, anarchic, and bargaining), has much the same function.

Darrel Clowes at Virginia Polytechnic Institute and State University has used aspects of contingency theory suggested by Thompson to design four paradigmatic types of college organization to which students relate specified environmental situations in a simulation entitled "Structuring the Decision Process: Administrative Designs for a 2-Year College." The material is suitable for any institutional setting, however.

Charles Jenkins at SUNY-Brockport has designed three different games

with conceptual bases. The first is a que-sort, followed by activity and discussion which focuses on exploring Herzberg's theory of motivation. The second is a card-exchange game dealing with aspects of personal leadership styles, and the third is a card game acquainting students with leadership contingency principles. Birnbaum has also developed a role-play simulation concerned with leadership, in which "deans" assigned authoritarian or democratic leadership roles work with faculty on a simple task. A data feedback design permits analysis of results related to individual commitment to, and satisfaction with, the results of the joint task.

Finally, Arter has utilized a series of activities related to organizational communications in which oral and written information is passed between individuals, and dyads consider communications issued related to listening, problem-solving, MBO, job descriptions, and evaluations.

The second major area in which simulations have been developed is budget and finance. There are almost certain to be materials available in addition to the four reported here, since it is difficult to conceive of a program in college and university finance which did not provide hands-on opportunities to manipulate data under controlled conditions. The examples collected in the survey are probably typical, however. Of the four exercises, the only one which is computer based is reported by Brent Poppenhagen at Cleveland State University. Using the MICRO-U data base available from NCHEMS, teams of students compete to fine-tune a budget given a series of specified problems. The other three exercises include "Cost U" developed by Robert Huff and revised by Richard Featherstone at Michigan State University, the "College Budget Simulation Exercise" created by Robert Sullins at Virginia Polytech, and "Budget Exercise" developed by Clowes. To varying degrees, these exercises provide base data and budget formats within which budget requests are to be assembled. In several cases, structure or roles of participants are specified.

The last of the three areas in which the use of games and simulations has been seen is in curriculum development. The interaction developed by Jack Shuster and John Thelin at Claremont Graduate School, entitled "Great Debates: Historical Issues in Higher Education," has been placed into this category, even though it might appropriately be listed under history or philosophy. After reading primary source material, students are given roles of major historical figures and asked to debate issues related to those documents. Clowes has developed two curriculum-related activities. In one called "Curriculum Decision-making: A Simulation for Community Colleges," students are given an existing curriculum with productivity calculations and asked to reduce costs through a series of curriculum decisions. In the other curriculum exercise, students are asked to plan the curriculum of two or four-year colleges while considering elements of curriculum design as well as the economics of academic administration. Finally, Clowes has developed a simulation titled "A Case in Point" designed to demonstrate through role-playing the academic and social issues involved in developing remedial programs in higher education.

Depending upon your perspective, the findings of this survey can be seen either as pessimistic or optimistic. It is pessimistic in that it appears as if a relatively small number of faculty in higher education pro-

grams are utilizing an instructional technique that has met with wide approval in a number of other instructional settings. The lack of reported use of games and simulations in areas such as history of higher education, or comparative higher education is unfortunate but perhaps understandable; the lack of reported use in many courses related to policy analysis, management, administration, finance, and related areas is more disturbing. Perhaps the problem is not in its use, but in the method selected to collect the information. There is some evidence for this; for example, courses are now being offered in collective bargaining--an area requiring simulated negotiating activity--yet no such simulations were reported. Still, to the extent that the results even remotely reflected reality, it may be that even in those programs which have the preparation of skilled professionals as a major purpose, we are teaching people about higher education, rather than developing their ability to function effectively in leadership positions.

Still, there is room for optimism as well. The literature referred to earlier is recent, and we may be in the early stages of a discovery and adoption process. If so, we may look in the future for profound changes in the way instruction is carried on in higher education programs, as well as the raising of new issues concerning the training of faculty members to utilize this new instructional technology.

References

Bergquist, W.H. & Phillips, S.R. A Handbook for Faculty Development. Washington, D.C.: Council for the Advancement of Small Colleges, 1975.

Bergquist, W.H. & Phillips, S.R. A Handbook For Faculty Development, Vol. 2. Washington, D.C.: Council for the Advancement of Small Colleges, 1977.

Horn, R.E. & Cleaves, A. (eds.). The Guide to Simulations/Games for Education and Training, 4th Ed. Beverly Hills: Sage, 1980.

Pfeiffer, J.W. & Jones, J.E. (eds.). A Handbook of Structured Experiences for Human Relations Training. La Jolla, California: University Associates (six volumes since 1970).

Pfeiffer, J.W. & Jones, J.E. (eds.). The Annual Handbook for Group Facilitators. La Jolla, California: University Associates, annual since 1972.

Sprunger, B.E. & Bergquist, W.H. Handbook for College Administration. Washington, D.C.: Council for the Advancement of Small Colleges, 1978.

Stadsklev, R. Handbook of Simulations Gaming in Social Education, Part 1; Textbook. The University of Alabama: Institute of Higher Education Research and Services, 1974.

Stadsklev, R. Handbook of Simulation Gaming in Social Education, Part 2; Directory of Noncomputer Materials, 2nd Ed. The University of Alabama: Institute of Higher Education Research and Services, 1979.

ASSOCIATIONS AS INSTRUCTIONAL RESOURCES

Jacob D. Zucker
Oklahoma State University

Alexis de Tocqueville's conclusion in the 1830's that Americans were a nation of joiners appears valid today. The American people still look to associations as powerful tools to help things get done. In their essay on the emergence of higher education as a field of study, Paul L. Dressel and Lewis B. Mayhew noted:

> As scholarly fields mature and gain acceptance, they acquire trappings which symbolize their status as disciplines--scholarly associations restricted to those with at least rudimentary competence in the field...Here higher education as an evolving field again reveals its youth (p. 5).

While groups such as the Association for the Study of Higher Education (ASHE) offer promise of evolving into disciplinary associations, at the present time they require only an interest in the subject for membership and thereby do not fully satisfy the criterion identified by Dressel and Mayhew. Therefore, it would seem appropriate in a handbook on instructional resources to be used by teachers of American higher education to consider the materials offered by many diverse associations which serve American higher education.

The scope of this chapter will be limited to an identification of national associations which provide resources for use within specific areas of higher education. The author is indebted to Stephen K. Bailey* and Lauriston R. King for their pioneering work on educational associations headquartered in the Washington, D.C., area; to Jonathan D. Fife and to Joan S. Stark for their efforts at categorizing areas of involvement of national associations; and to editors of directories identified in the bibliography for their comprehensive listings and descriptions of the nation's higher education associations.

The Washington Establishment

Most higher education associations of national scope are headquartered in Washington, D.C.; most of the available literature on the subject is, therefore, focused on the national capital.

> Dependent upon definition, there are somewhere between two hundred and fifty and three hundred education associations, organizations, and institutional representatives located in or near the nation's capital. All told, these associations, organizations, and agents purport to speak for more than 70 million people who are

*The author wishes to thank Stephen K. Bailey, Thomas A. Karman, Donald W. Robinson, and Donald Tritschler for reviewing the chapter and for offering helpful suggestions.

> engaged or deeply involved in the American educational enterprise--one third of the nation's population (Bailey, p. 6).

In 1973, Roger W. Heyns, then president of the American Council on Education (ACE), referred to the 200 associations and agencies that were the constituent and associated members of the ACE, along with another dozen or so associations of major scope as "the national educational establishment" (p. 93). That rationale influenced future studies of educational associations which were limited to the Washington, D.C., area, even though "less than half of the post-secondary educational associations recognized by the U.S. Office of Education are even located in Washington" (Bender and Simmons, p. 8). The development of a national influence center for higher education at One Dupont Circle only heightened the sense of center.

Michael A. Murray presented a conceptual framework for examining higher education associations based on constituent interests (pp. 81-85). Viewed as a cluster of loosely interrelated organizations, at the core of the cluster were the "Big Six" associations representing the range of public and and private, graduate and undergraduate institutions. The American Council on Education spoke for the National Association of State Universities and Land-Grant Colleges (NASULGC), the American Association of State Colleges and Universities (AASCU), the National Association of Independent Colleges and Universities (NAICU), the Association of American Universities (AAU), and the American Association of Community and Junior Colleges (AACJC). All of the "Big Six" associations are located in Washington, D.C.; five of them at One Dupont Circle. The ties of higher education associations to the national capital and to One Dupont Circle are reinforced by this conceptual framework, as they are by typologies developed by others (Bailey, pp. 6-29; King, pp. 19-37). While American higher education associations are in fact decentralized and fragmented, reflecting the political system of which they are a part, their locus of power is One Dupont Circle, Washington, D.C.

This chapter will focus on national higher education associations headquartered in the Washington, D.C., area. Regional groupings of educational institutions not located in Washington, D.C., such as the Western Interstate Commission for Higher Education (WICHE), will not be considered; national associations of individuals not headquartered in the capital, such as the Association for Institutional Research (AIR), will not be included. Organizations such as the ERIC Clearinghouse on Higher Education, while not technically associations, will be considered because they are located in the Washington, D.C., area and because they provide significant instructional resources. The author hopes to expand this chapter to include all higher education associations of national scope for a future edition of the Handbook.

Associational Resources

> Associations came into existence because of common problems, interests, and needs of members. Members are attracted initially and are willing to pay their dues and become heavily involved, so long as problems are solved

> and needs are met. But if needs are not met, they drop out (American Society of Association Executives, 1970).

Constituent support is ultimately a function of performance that is valued--the quality of service that an association renders to the publics it purports to serve. Higher education associations provide both tangible and intangible services. The intangible services are akin to what C. P. Snow observed at the end of The Masters, a novel of university life in which a group of thirteen fellows of Cambridge College are engaged in the political process of electing a new leader. At the conclusion, the protagonist, Lewis Eliot, reflects,

> When I arrived in the college, I had already moved about a good deal among the layers of society; and I had not come to the end of my journey yet. I had the luck to live intimately among half-a-dozen different vocations. Occasionally, among men who had never been near the place, I thought that a good many of them would have found in the college the least anxious and the most comforting lives, and some, more surprisingly, the freest (p. 374.)

Higher education associations, at their best, provide their clientele with intangible resources: reduced anxiety through protection from public harm, increased comfort through support of favorable legislation, and increased academic freedom through support of the quest for knowledge and understanding. To the degree that American higher education associations provide these intangible resources to the people they serve, and to the degree that they respond to their clients' needs with appropriate tangible resources, will their future be insured.

This chapter offers a finder of the tangible resources by listing associations under the substance of each service they provide. The means by which they provide such services to higher education are through publishing journals, newsletters, proceedings, papers, directories, bibliographies, course outlines, fact sheets, manuals, monographs, and books; identifying, researching, analyzing, and reporting on issues of concern; producing films, tapes, and other audio-visual materials; and sponsoring professional development activities such as conferences, conventions, workshops, placement services, and speakers bureaus. Associations serving American higher education are currently providing timely instructional resources for teachers of higher education. But which associations are providing what services for which areas of concern to higher education faculty?

Using the results of the 1977 ASHE Membership Survey, Samuel Kellams (pp. 39-44) identified a list of areas important to higher education faculty. Earlier identifications by Jonathan D. Fife and by Joan S. Stark (Associations in the Washington, D.C., Area, pp. 1-37; Stark and Austin, pp. 1-9) were then applied to this list, which resulted in the table presented in this chapter. The author accepts responsibility for any inadequacies of the table; he shares with others credit for any contribution to the identification of associations as instructional resources. In the words of Bailey,

"the various associations mentioned in the text are meant to serve as examples. The omission of any given organization should not be construed as indicating a judgment about its value or importance" (p. xiii). Any suggestions for additions, deletions, or revisions of associations within categories would be appreciated by the author.*

The Directory of Education Associations, published annually by the U.S. Department of Education, lists the names, addresses, and telephone numbers of national education associations and their chief officers. If no address appears in the directory for an association, it is the same as that of its officers.

D.S. Akey's Encyclopedia of Associations offers the most comprehensive listing of specific resources available through each of the higher education associations. The Council for Advancement and Support of Education publishes a concise, annual directory which identifies major resources available through Washington-based associations. The ERIC Clearinghouse on Higher Education has developed A Directory of Higher Education Associations in the Washington, D.C., Area which is distributed to the primary information officers of Washington area associations. That directory identifies the membership, clientele served, areas of specialization, major on-going projects, regular publications, and special resources of major higher education associations in the Washington, D.C., area. Essays in A. S. Knowles' International Encyclopedia of Higher Education offer an in-depth look at several higher education associations and their resources.

*Mail suggestions to: Jacob D. Zucker
Department of Educational Administration
and Higher Education
309 Gundersen Hall
Oklahoma State University
Stillwater, Oklahoma 74078

Associations

Higher Education
Areas and Associations

accreditation (excluding specialized accrediting bodies)

Council of Graduate Schools in the United States
Council on Postsecondary Accreditation
ERIC Clearinghouse on Higher Education
ERIC Clearinghouse on Teacher Education

administration and organization

American Association for Higher Education
American Association of Colleges for Teacher Education
American Association of Collegiate Registrars and Admissions Officers
American Association of Community and Junior Colleges
American Association of State Colleges and Universities
American Association of University Professors
American Conference of Academic Deans
American Council on Education
Association for the Study of Higher Education
Association of American Colleges
Association of American Universities
Association of Governing Boards of Universities and Colleges
College and University Personnel Association
Council for Advancement and Support of Education
ERIC Clearinghouse on Higher Education
National Association for Women Deans, Administrators, and Counselors
National Association of College and University Business Officers
National Association of State Universities and Land-Grant Colleges
National Association of Independent Colleges and Universities

adult and continuing education

Adult Education Association of the United States of America
American Association for Higher Education
American Association of Collegiate Registrars and Admissions Officers
American Association of Community and Junior Colleges
American Society for Engineering Education
American Society for Training and Development
Association of American Colleges
Association of Physical Plant Administrators of Universities and Colleges
Council of Independent Colleges
(Council for the Advancement of Small Colleges)
Council of National Organizations for Adult Education
National Association for Public Continuing and Adult Education
National Science Foundation
Directorate for Science Education
National University Continuing Education Association

admissions/financial aid

American Association of Collegiate Registrars and Admissions Officers
College and University Personnel Association
National Association for Women Deans, Administrators, and Counselors
National Association of College and University Business Officers
National Association of Student Financial Aid Administrators

alumni

Council for Advancement and Support of Education
ERIC Clearinghouse on Higher Education

attrition

American Educational Research Association
American Association of Collegiate Registrars and Admissions Officers
Council of Independent Colleges
(Council for the Advancement of Small Colleges)

collective bargaining

American Association of University Professors
American Conference of Academic Deans
American Federation of Teachers
Association of American Colleges
College and University Personnel Association
ERIC Clearinghouse on Higher Education
National Education Association

community colleges

American Association of Community and Junior Colleges
American Association for Higher Education
Association of Community College Trustees

community development

American Association of Community and Junior Colleges
Association of American Colleges
National Community Education Association

comparative education

College Entrance Examination Board
Office of International Education
ERIC Clearinghouse on Higher Education

corporate relations

American Association of State Colleges and Universities

Associations

curriculum

American Association for Higher Education
American Association of Colleges for Teacher Education
American Association of State Colleges and Universities
American Conference of Academic Deans
American Council on Education
American Educational Research Association
American Society for Engineering Education
Association for the Study of Higher Education
Association of American Colleges
Council of Independent Colleges
(Council for the Advancement of Small Colleges)
ERIC Clearinghouse on Higher Education
National Science Foundation
Directorate for Science Education

facilities

Association of Physical Plant Administrators of Universities and Colleges

faculty (general)

American Association of University Professors
American Conference of Academic Deans
Association of American Colleges
Council of Independent Colleges
(Council for the Advancement of Small Colleges)
ERIC Clearinghouse on Higher Education

faculty/staff development

American Association for Higher Education
American Association of Colleges for Teacher Education
American Association of State Colleges and Universities
American Association of University Professors
American Conference of Academic Deans
American Educational Research Association
American Society for Engineering Education
Association of American Colleges
College and University Personnel Association
Council for Advancement and Support of Education
Council for the Advancement of Small Colleges (Council of Independent Colleges)
ERIC Clearinghouse on Higher Education
ERIC Clearinghouse on Teacher Education
National Science Foundation
Directorate for Science Education

finance

College and University Personnel Association

Council for Advancement and Support of Education
Council of Independent Colleges
(Council for the Advancement of Small Colleges)
ERIC Clearinghouse on Higher Education
National Association of College and University Business Officers

future planning

American Association of State Colleges and Universities
ERIC Clearinghouse on Higher Education

goals/missions/purposes/functions

American Association for Higher Education
American Association of Community and Junior Colleges
Association for the Study of Higher Education
Association of American Colleges

governance

American Association of State Colleges and Universities
American Association of University Professors
American Council on Education
Association of Community College Trustees
Association of Governing Boards of Universities and Colleges
Council of Independent Colleges
(Council for the Advancement of Small Colleges)
ERIC Clearinghouse on Higher Education

government relations/federal issues

American Association for Higher Education
American Association of Collegiate Registrars and Admissions Officers
American Association of Community and Junior Colleges
American Association of State Colleges and Universities
American Association of University Professors
American Conference of Academic Deans
American Council on Education
American Society for Engineering Education
Association of American Colleges
Association of American Universities
Association of Physical Plant Administrators of Universities and Colleges
Council for Advancement and Support of Education
Council of Graduate Schools in the United States
ERIC Clearinghouse on Higher Education
National Association of College and University Business Officers
National Association of Independent Colleges and Universities
National Association of State Universities and Land-Grant Colleges

graduate/professional education

American Association of Collegiate Registrars and Admissions Officers

Associations

American Society for Engineering Education
Association of American Colleges
Association of American Law Schools
Association of American Medical Colleges
Association of American Universities
Council of Graduate Schools in the United States
ERIC Clearinghouse on Higher Education
International Council on Education for Teaching
National Council for Accreditation of Teacher Education
National Science Foundation
   Directorate for Science Education

health/medical services

Accrediting Commission on Education for Health Services Administration
American Association of State Colleges and Universities
Association of American Medical Colleges
Association of University Programs in Health Administration
ERIC Clearinghouse on Higher Education

history

Association for the Study of Higher Education

humanities

American Association of State Colleges and Universities
ERIC Clearinghouse on Higher Education

institutional histories

American Council on Education
   Library on Higher Education Policy and Administration

institutional research

American Association of Collegiate Registrars and Admissions Officers
Council of Independent Colleges
   (Council for the Advancement of Small Colleges)
Council of Graduate Schools in the United States
ERIC Clearinghouse on Higher Education
National Institute of Independent Colleges and Universities

international programs

American Association of Collegiate Registrars and Admissions Officers
American Association of Community and Junior Colleges
American Association of State Colleges and Universities
American Council on Education
   Division of International
   Educational Relations
American Society for Engineering Education

Association of American Colleges
Association of American Universities
Council for International Exchange of Scholars
Council of Graduate Schools in the United States
ERIC Clearinghouse on Higher Education
International Council on Education for Teaching
National Association for Foreign Student Affairs

law

American Association of University Professors
American Association of College and University Attorneys
Association of American Law Schools
College and University Personnel Association
ERIC Clearinghouse on Higher Education
National Association of College and University Attorneys
National Institute of Independent Colleges and Universities

management procedure

American Association of Collegiate Registrars and Admissions Officers
Association of Physical Plant Administrators of Universities and Colleges
College and University Personnel Association
Council for Advancement and Support of Education
Council for International Exchange of Scholars
ERIC Clearinghouse on Higher Education
National Association of College and University Business Officers

minority groups

American Association of University Professors
American Society for Engineering Education
College and University Personnel Association
Council for Advancement and Support of Education
Council of Graduate Schools in the United States
ERIC Clearinghouse on Higher Education
National Association of College and University Business Officers
National Science Foundation
   Directorate for Science Education

policy analysis

American Association of State Colleges and Universities
American Council on Education
   Library on Higher Education Policy and Administration
Association of Physical Plant Administrators of Universities and Colleges
ERIC Clearinghouse on Higher Education
National Institute of Independent Colleges and Universities

public relations and development

American Council on Education

Associations

Committee for Full Funding of Education Programs
Council for Advancement and Support of Education
Council of Independent Colleges
(Council for the Advancement of Small Colleges)

scholarly research

American Council on Education
Division of Policy Analysis and Research
American Society for Engineering Education
Association for the Study of Higher Education
Association of American Universities
Council of Graduate Schools in the United States
ERIC Clearinghouse on Higher Education
National Science Foundation
Directorate for Science Education

student personnel services

American Association of Collegiate Registrars and Admissions Officers
National Association for Women Deans, Administrators, and Counselors
National Association of Student Financial Aid Administrators

state relations/statewide coordination

American Association for Higher Education
American Association of State Colleges and Universities
American Council on Education
Association of Governing Boards of Universities and Colleges
National Association of Independent Colleges and Universities
National Association of State Universities and Land-Grant Colleges

teaching

American Association of University Professors
American Society for Engineering Education
Council of Independent Colleges
(Council for the Advancement of Small Colleges)
Council of Graduate Schools in the United States
ERIC Clearinghouse on Higher Education
ERIC Clearinghouse on Teacher Education
International Council on Education for Teaching

testing

American Society for Engineering Education
Council of Graduate Schools in the United States

urban education

American Association of State Colleges and Universities
Committee of Urban Program Universities

women's issues

American Association of University Professors
American Association of University Women
American Society for Engineering Education
Association of American Colleges
College and University Personnel Association
Council for Advancement and Support of Education
Council of Graduate Schools in the United States
ERIC Clearinghouse on Higher Education
National Association for Women Deans, Administrators, and Counselors
National Science Foundation
  Directorate for Science Education

A century and a half seems to have increased American dependence on associations. Not only are associations a way to get things done, but they help Americans cope with the increased complexity of their environment. The inquiries of associations into the issues of higher education extend the scope of an individual teacher's grasp of a rapidly changing field of knowledge. Whether associations which serve American higher education reach full maturity and boast a scholarly membership or whether they tackle the current problems of higher education in a somewhat less scholarly manner, they represent a powerful resource for learning.

References

Akey, Denise S., ed. Encyclopedia of Associations. Vol. 1. Detroit, Michigan: Gale Research Company, 1980.

American Society of Association Executives. A Look at Associations. Washington, D.C.: ASAE, 1970.

Bailey, Stephen K. Education Interest Groups in the Nation's Capital. Washington, D.C.: American Council on Education, 1975.

Bender, Louis W. and Simmons, Howard L. One Dupont Circle: National Influence Center for Higher Education. Tallahassee: Center for State and Regional Leadership, Florida State University, 1973.

A Directory of Higher Education Associations in the Washington, D.C. Area. Washington, D.C.: ERIC Clearinghouse on Higher Education, George Washington University, 1979.

Dressel, Paul L. and Mayhew, Lewis B. Higher Education as a Field of Study. San Francisco: Jossey-Bass, 1974.

Heyns, Roger W. "The National Educational Establishment." Educational Record, 54, Spring 1973, 93-99.

Higher Education Directory 1980-81: National Center for Higher Education and Affiliated Organizations. Washington, D.C.: Council for Advancement and Support of Education, 1980.

Associations

Kellams, Samuel E. "ASHE Membership Survey Results." Higher Education Review. Vol. 1, No. 1. Charlottesville, Virginia: Association for the Study of Higher Education, 1977, 39-44.

Knowles, Asa S., ed. International Encyclopedia of Higher Education, 10 vols. San Francisco: Jossey-Bass, 1977.

Lopez, Lois V., ed. Directory of Education Associations, 1979-80. Washington, D.C.: U.S. Department of Education, 1980.

Murray, Michael A. "Defining the Higher Education Lobby." Journal of Higher Education, 47, January/February 1976, 79-92.

Pennock, J. Roland. Voluntary Associations. New York: Atherton Press, 1964.

Smith, Constance and Freedman, Anne. Voluntary Associations. Cambridge: Harvard University Press, 1972.

Snow, C.P. The Masters. New York: Charles Scribner's Sons, 1951.

Stark, Joan S. and Austin, A. "Topics, Associations, Journals, and Books." Table distributed at "New Administrators Colloquium: Resources," National Conference on Higher Education, American Association for Higher Education, March 6, 1981.

de Tocqueville, Alexis. Democracy in America. Vol. 2. New York: Alfred A. Knopf, 1947.

EVALUATION OF THIS

INSTRUCTIONAL RESOURCES HANDBOOK FOR HIGHER EDUCATION

As the Committee on Curriculum, Instruction and Learning indicated in the Foreword, this Handbook will go into a second, revised edition, if it is useful and if the need for it is clear. Please respond to at least the first item and any others, and write any additional comments on the reverse. Kindly tear out this sheet and send it by April 1st to:

ASHE
George Washington University
One DuPont Circle, Suite 630
Washington, D.C. 20036

1. I would like ASHE to produce a second, updated edition of this Instructional Resources Handbook: Yes. ____ No. ____

2. I propose the inclusion of additional categories of instructional resources (list):

3. I propose an additional chapter on other instructional resources (Possible author?):

4. The following entries in the Handbook are no longer current:

5. I noted the following errors in the Handbook:

6. The following items should be added to the Handbook under the chapters on:

Items	Chapters

7. My additional comments are (Use reverse.):